



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 11341355
SAU: Portland Public Schools
School: Lyman Moore Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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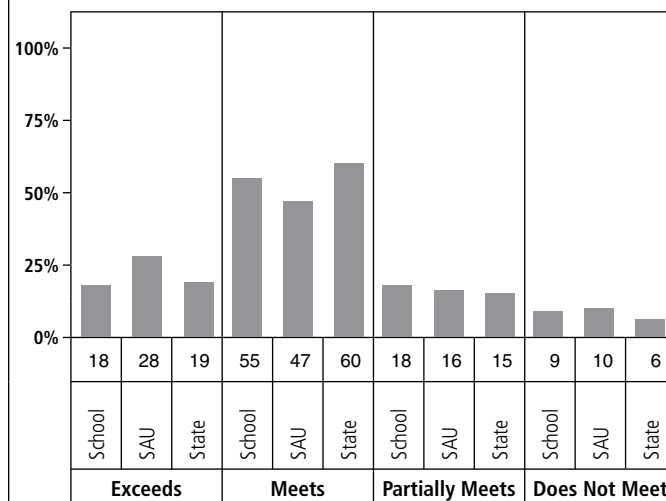
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: Portland Public Schools
School: Lyman Moore Middle School

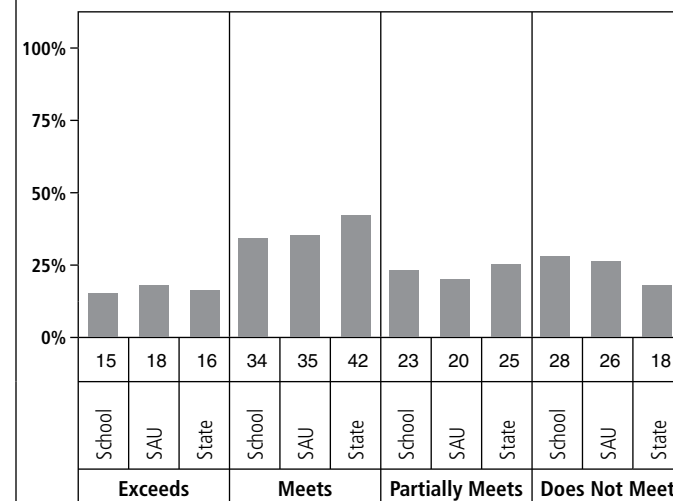
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading 2006–2007 2007–2008 2008–2009 Cum. Avg.*	745 750 750 748	747 749 751 749	748 750 751 750
Mathematics 2006–2007 2007–2008 2008–2009 Cum. Avg.*	740 740 741 740	742 740 743 742	742 743 745 743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date:	March 2009
Grade:	7
SAU:	Portland Public Schools
School:	Lyman Moore Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	182	100	515	100	14446	100	180	99	502	98	14316	99	180	99	508	99	14322	99						
Ethnicity African American/Black	32	18	111	22	432	3	32	100	104	94	416	97	32	100	108	97	421	98						
American Indian or Native Alaskan	1	1	2	0	124	1	1	100	2	100	121	98	1	100	2	100	122	99						
Asian or Pacific Islander	12	7	45	9	260	2	12	100	43	96	255	98	12	100	45	100	259	100						
Hispanic	11	6	25	5	147	1	11	100	25	100	144	99	11	100	25	100	144	99						
Caucasian/White	126	69	332	64	13483	93	124	99	328	100	13380	99	124	99	328	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	25	14	84	16	2428	17	24	100	82	100	2391	99	24	100	82	100	2391	99						
Current LEP	33	18	118	23	334	2	33	100	109	92	318	95	33	100	115	97	328	98						
Economically disadvantaged	85	47	246	48	5498	38	84	100	237	97	5431	99	84	100	242	99	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	157	86	344	67	11742	81	158	87	345	67	11754	81						
Identified disability (PET/IEP)	3	2	10	3	367	3	4	3	11	3	365	3						
LEP	28	18	47	14	168	1	28	18	47	14	169	1						
504 plan	1	1	1	0	183	2	1	1	1	0	187	2						
Participation with accommodations	20	11	138	27	2367	16	19	10	144	28	2366	16						
Identified disability (PET/IEP)	18	90	53	38	1819	77	17	89	52	36	1824	77						
LEP	4	20	59	43	143	6	4	21	66	46	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	1	5	35	25	358	15	1	5	35	24	346	15						
Participation through alternate assessment (PAAP)	3	2	19	4	205	1	3	2	19	4	202	1						
Identified disability (PET/IEP)	3	100	19	100	205	100	3	100	19	100	202	100						
LEP	1	33	2	11	5	2	1	33	2	11	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	1	0	2	0												
Approved non-participation – special consideration	1	1	3	1	33	0	1	1	3	1	32	0						
Non-participation – other	1	1	10	2	97	1	1	1	4	1	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: Portland Public Schools
School: Lyman Moore Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	23	13	86	18	2630	18
	2007-2008	32	20	88	19	2604	18
	2008-2009	32	18	133	28	2618	19
	Cum. Total*	87	17	307	22	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	89	49	226	48	7605	51
	2007-2008	89	55	232	51	8049	55
	2008-2009	97	55	225	47	8484	60
	Cum. Total*	275	53	683	48	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	33	18	78	17	3000	20
	2007-2008	29	18	96	21	2672	18
	2008-2009	32	18	76	16	2108	15
	Cum. Total*	94	18	250	18	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	36	20	82	17	1620	11
	2007-2008	13	8	42	9	1190	8
	2008-2009	16	9	48	10	899	6
	Cum. Total*	65	12	172	12	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.9	60.5	34.3	61.3	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.6	58.0	11.8	59.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.2	61.7	22.5	62.5	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Portland Public Schools
 School: Lyman Moore Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	177	32	18	97	55	32	18	16	9	750	482	28	47	16	10	751	14109	19	60	15	6	751
Ethnicity																						
African American/Black	32	1	3	14	44	10	31	7	22	741	100	7	39	23	31	738	409	11	49	22	18	744
American Indian or Native Alaskan	1										1						117	12	53	19	16	746
Asian or Pacific Islander	12	0	0	8	67	3	25	1	8	745	43	12	56	23	9	747	253	24	59	11	6	753
Hispanic	11	1	9	5	45	3	27	2	18	743	24	8	50	25	17	743	142	14	56	17	13	747
Caucasian/White	121	30	25	70	58	15	12	6	5	754	314	38	48	11	3	757	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	7	33	8	38	6	29	738	63	8	40	38	14	742	2186	2	36	35	27	737
No	156	32	21	90	58	24	15	10	6	752	419	31	48	12	9	753	11923	22	65	11	3	754
Current LEP																						
Yes	32	1	3	10	31	14	44	7	22	738	106	3	33	32	32	735	311	4	41	29	26	739
No	145	31	21	87	60	18	12	9	6	753	376	35	51	11	4	756	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	82	3	4	35	43	30	37	14	17	741	223	10	42	29	20	742	5300	8	58	22	11	746
No	95	29	31	62	65	2	2	2	2	758	259	43	51	5	2	760	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	177	32	18	97	55	32	18	16	9	750	482	28	47	16	10	751	14101	19	60	15	6	751
Gender																						
Female	76	23	30	38	50	12	16	3	4	754	235	34	46	13	7	754	6993	24	61	11	4	754
Male	101	9	9	59	58	20	20	13	13	748	247	21	47	18	13	749	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	29	0	0	13	45	10	34	6	21	738	206	38	36	13	13	752	1025	10	53	27	11	745
No	148	32	22	84	57	22	15	10	7	753	276	20	55	18	8	751	13084	19	61	14	6	752
Gifted/talented program																						
Yes	12	9	75	3	25	0	0	0	0	769	25	80	20	0	0	769	676	66	33	1	0	766
No	165	23	14	94	57	32	19	16	10	749	457	25	48	17	11	750	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: Portland Public Schools

School: Lyman Moore Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	2	17	5	42	0	0	5	42	742	5	8	44	16	32	740	7	8	48	25	19	743
B. less than one hour	55	18	19	52	55	20	21	4	4	752	52	28	48	17	7	752	52	17	62	15	6	751
C. one to two hours	34	12	20	33	56	10	17	4	7	752	38	32	47	14	7	754	37	23	61	12	4	753
D. more than two hours	4	0	0	5	71	1	14	1	14	746	4	10	40	20	30	741	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	45	25	32	39	50	8	10	6	8	756	42	42	38	11	10	756	30	33	56	7	4	756
B. good	41	6	8	48	68	12	17	5	7	749	44	21	59	13	7	751	49	16	64	14	5	751
C. fair	13	1	5	9	41	10	45	2	9	742	13	8	38	42	12	743	19	5	59	26	10	745
D. poor	1	0	0	0	0	0	0	1	100	728	1	20	40	0	40	742	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	25	11	26	25	58	5	12	2	5	755	34	37	47	9	7	755	33	24	62	10	3	754
B. They match some of what I have learned.	56	17	18	54	57	18	19	6	6	751	50	27	50	16	6	752	52	18	62	15	5	751
C. They match just a little of what I have learned.	18	4	13	16	52	5	16	6	19	747	15	16	38	24	22	745	11	11	54	23	13	746
D. There is no match.	1	0	0	0	0	2	100	0	0	735	2	14	29	29	29	736	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	18	8	27	12	40	6	20	4	13	750	19	28	38	14	20	748	17	16	55	18	12	748
B. about the same as my regular schoolwork	63	18	17	65	61	17	16	7	7	752	66	27	51	15	7	753	65	19	62	14	5	752
C. easier than my regular schoolwork	19	6	18	19	58	6	18	2	6	750	15	33	46	16	6	754	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	2	14	5	36	5	36	2	14	742	10	13	24	29	33	736	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	51	9	10	47	54	21	24	10	11	747	51	18	53	20	9	749	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	41	21	30	43	62	4	6	1	1	758	39	45	47	6	2	760	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	37	14	22	33	52	10	16	7	11	751	40	28	45	16	11	751	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	58	18	18	60	60	18	18	4	4	752	55	29	50	14	6	753	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	3	43	2	29	2	29	739	5	17	46	25	13	747	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	17	5	17	16	55	5	17	3	10	751	22	34	40	17	9	754	21	27	57	11	5	755
B. 20 minutes to an hour	62	26	25	62	58	14	13	4	4	754	57	32	49	12	7	754	45	22	62	12	4	753
C. less than 20 minutes	10	1	6	8	47	5	29	3	18	744	9	14	50	18	18	746	13	13	61	17	8	749
D. I rarely read at home.	12	0	0	9	45	7	35	4	20	741	11	9	48	30	13	744	21	7	59	24	11	746
Optional school/SAU question																						
A.	40	1	17	2	33	2	33	1	17	745	28	10	30	20	40	737						
B.	13	0	0	0	0	2	100	0	0	737	22	0	25	50	25	735						
C.	27	1	25	3	75	0	0	0	0	753	25	22	56	11	11	750						
D.	20	0	0	0	0	2	67	1	33	726	25	22	11	22	44	734						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	7
SAU:	Portland Public Schools
School:	Lyman Moore Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	24	13	74	16	2142	14
	2007-2008	24	15	65	14	2028	14
	2008-2009	27	15	90	18	2220	16
	Cum. Total*	75	14	229	16	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	62	34	184	39	5642	38
	2007-2008	43	27	148	32	5703	39
	2008-2009	60	34	171	35	5879	42
	Cum. Total*	165	32	503	35	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	46	25	101	21	4077	27
	2007-2008	50	31	128	28	3733	26
	2008-2009	40	23	100	20	3537	25
	Cum. Total*	136	26	329	23	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	49	27	117	25	3001	20
	2007-2008	45	28	119	26	3054	21
	2008-2009	50	28	128	26	2484	18
	Cum. Total*	144	28	364	26	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	27.6	49.3	28.9	51.6	29.9	53.4
A. Number	14	25	6.9	49.3	7.2	51.4	7.7	55.0
B. Data	16	29	8.1	50.6	8.2	51.3	8.1	50.6
C. Geometry	12	21	6.3	52.5	6.6	55.0	6.9	57.5
D. Algebra	14	25	6.3	45.0	7.0	50.0	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Portland Public Schools
 School: Lyman Moore Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	177	27	15	60	34	40	23	50	28	741	489	18	35	20	26	743	14120	16	42	25	18	745
Ethnicity																						
African American/Black	32	2	6	4	13	4	13	22	69	725	105	2	20	18	60	725	416	5	26	28	41	733
American Indian or Native Alaskan	1										1						119	8	30	31	30	737
Asian or Pacific Islander	12	2	17	3	25	3	25	4	33	741	45	20	31	22	27	742	258	25	43	19	13	750
Hispanic	11	0	0	2	18	4	36	5	45	729	24	0	25	38	38	733	142	8	39	23	30	739
Caucasian/White	121	23	19	51	42	29	24	18	15	746	314	25	41	20	14	749	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	21	0	0	4	19	3	14	14	67	725	63	6	25	19	49	732	2189	2	17	27	53	728
No	156	27	17	56	36	37	24	36	23	743	426	20	36	21	23	744	11931	18	46	25	11	748
Current LEP																						
Yes	32	0	0	2	6	6	19	24	75	722	113	2	13	22	63	723	323	4	20	28	48	729
No	145	27	19	58	40	34	23	26	18	745	376	23	41	20	15	748	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	82	2	2	15	18	20	24	45	55	728	229	5	24	25	46	731	5308	7	35	30	28	738
No	95	25	26	45	47	20	21	5	5	751	260	30	45	16	8	753	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	177	27	15	60	34	40	23	50	28	741	489	18	35	20	26	743	14112	16	42	25	18	745
Gender																						
Female	76	15	20	28	37	14	18	19	25	743	238	18	39	21	23	744	6992	16	43	25	16	745
Male	101	12	12	32	32	26	26	31	31	739	251	19	31	20	29	742	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	29	0	0	2	7	7	24	20	69	722	207	24	34	16	26	745	1024	7	26	36	31	736
No	148	27	18	58	39	33	22	30	20	744	282	14	36	24	26	741	13096	16	43	24	17	745
Gifted/talented program																						
Yes	12	9	75	3	25	0	0	0	0	768	25	76	24	0	0	769	676	68	29	2	0	767
No	165	18	11	57	35	40	24	50	30	739	464	15	36	22	28	741	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: Portland Public Schools
School: Lyman Moore Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	1	8	3	25	3	25	5	42	736	5	12	23	19	46	732	7	6	30	28	36	735
B. less than one hour	55	16	17	32	34	23	24	23	24	741	52	20	32	22	25	743	52	16	42	25	17	745
C. one to two hours	34	9	15	21	36	12	20	17	29	742	38	19	42	20	19	746	37	18	44	24	14	747
D. more than two hours	4	1	14	4	57	0	0	2	29	746	5	4	35	9	52	730	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	17	35	17	35	7	14	8	16	752	24	39	30	12	19	751	26	35	43	12	9	754
B. good	49	10	12	35	42	16	19	23	27	742	48	17	42	19	22	745	46	13	48	25	15	745
C. fair	22	0	0	7	19	15	41	15	41	728	23	5	30	29	36	735	23	3	32	37	27	737
D. poor	1	0	0	0	0	0	0	2	100	711	5	0	23	36	41	729	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	30	10	19	15	29	12	23	15	29	741	29	22	41	17	20	747	26	23	43	20	13	749
B. They match some of what I have learned.	56	14	15	33	34	22	23	27	28	741	55	19	34	25	23	744	53	15	45	26	15	746
C. They match just a little of what I have learned.	12	2	10	11	52	3	14	5	24	741	14	11	35	14	41	736	17	9	35	32	24	740
D. There is no match.	2	1	33	0	0	1	33	1	33	744	3	17	8	17	58	727	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	36	4	6	27	44	14	23	17	27	738	36	9	41	21	29	739	37	8	40	29	23	740
B. about the same as my regular schoolwork	52	16	18	27	31	18	20	27	31	742	53	21	36	18	24	745	51	16	44	25	15	746
C. easier than my regular schoolwork	12	7	35	5	25	5	25	3	15	748	11	38	19	25	17	749	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	44	12	16	25	33	16	21	22	29	741	46	18	34	22	25	742	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	52	15	17	32	36	19	22	22	25	743	50	20	38	17	24	745	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	2	29	2	29	3	43	728	4	11	21	32	37	733	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	1	13	4	50	1	13	2	25	741	7	16	38	13	34	739	8	8	30	29	33	737
B. 30–45 minutes	40	6	9	20	29	16	24	26	38	735	43	16	37	19	28	742	38	13	40	27	20	743
C. 45–60 minutes	52	20	23	32	36	20	23	16	18	747	45	24	36	22	19	747	42	20	45	23	12	748
D. more than 60 minutes	4	0	0	2	33	1	17	3	50	732	5	0	20	28	52	728	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	25	6	14	19	44	10	23	8	19	743	13	16	41	20	23	741	15	19	38	25	19	745
B. two or three days a week	55	18	19	30	32	20	21	26	28	742	44	24	33	20	23	745	31	18	42	24	16	746
C. two or three times a month	16	3	11	9	32	5	18	11	39	737	28	16	37	19	29	742	26	17	43	24	17	746
D. never or almost never	4	0	0	1	17	3	50	2	33	734	15	11	36	26	27	739	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	8	1	8	4	31	3	23	5	38	736	10	18	31	24	27	743	10	12	39	24	24	741
B. two or three days a week	45	7	9	30	39	21	27	19	25	739	32	12	39	22	27	740	22	13	43	26	18	744
C. two or three times each month	39	18	27	22	33	12	18	15	22	747	42	26	37	20	17	749	33	18	44	25	13	747
D. never or almost never	8	1	7	3	21	2	14	8	57	729	16	13	28	16	43	734	35	16	40	25	19	744
Optional school/SAU question																						
A.	40	1	17	2	33	0	0	3	50	734	30	9	18	18	55	725						
B.	13	0	0	0	0	0	0	2	100	723	22	0	0	25	75	721						
C.	27	1	25	1	25	1	25	1	25	738	24	22	22	22	33	736						
D.	20	0	0	0	0	0	0	3	100	717	24	11	0	22	67	723						

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